Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Gloria Who Might Be My Best Friends

Tic Tac Toe

Directions: After reading ***Gloria…***, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

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| --- | --- | --- |
| **Vocabulary/Spelling**  Read and listen to someone else say the spelling words. Create pairs of words that rhyme by using existing words and think of new words. Draw a line under the long vowel patterns. | **Vocabulary/Spelling**  Look each vocabulary word up in the glossary. Identify the guide words at the top of each page. Read the definition. Rewrite the definition in your own words. | **Vocabulary/Spelling**  Homophones are words that sound alike, but are spelled different and have different meanings. Match up the homophones in this week’s spelling words. Write a sentence for each pair telling how their definitions are different. |
| **GRAMMAR**  Adjectives are words that describe nouns. Create a bubble map with your best friend’s name in the middle. Create the smaller bubbles using only adjectives that describe your best friends. Hint: Adjectives describe how something looks, tastes, smells, feels, sounds, or how many of something. | **GRAMMAR**  **Create a kite out of paper. Think of 5 wishes and write on the kite. Remember to use complete sentences with capitals and periods.** | **GRAMMAR**  **Create a circle map with verbs in the center. Choose 12 verbs (action words) from the story. Write the verbs in the larger circle. Write three sentences using verbs from your circle map. Underline the verbs. Explain what a verb is to someone at your home.** |
| **COMPREHENSION**  Read p. 242 & 243. Draw & complete the character tree map. Use words and pictures from the story ***Gloria…*** as text evidence. | **COMPREHENSION**  Choose two pages from the story to reread. Write sentences to answer the questions: Who? Did What? When? Where? Why? | **COMPREHENSION**  Read p.266-267, How to Make a Kite. Think about how Gloria and Julian made their kites. Which story would be more helpful if you were making a kite? Write a paragraph explaining your answer. Include text evidence to support your opinion. |

**Vocabulary Words:**

Knot, copy, planning, lonely, heavily, seriously, answered, guessed

**Spelling Sound Words:**

Meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two, to

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**Super Second Grade Lesson 22 Mission:**

* **Read & listen to grade level stories. Identify the main idea & details.**
* **Ask & answer questions about stories (Who, What, When, Where Why).**
* **Recognize & describe how pictures/diagrams and captions help you understand a story.**
* **Identify, generate and accurately use adjectives to describe nouns.**
* **Write a “How to” article to inform readers.**
* **Recognize, spell, and use words containing long E, O, & A vowel patterns (spelling words).**
* **Fluently add and subtract math problems equaling 0-20(3 seconds per problem).**
* **Fluently complete addition and subtraction two and three digit problems with regrouping.**
* **Understand that three digits in a number represents groups of Hundreds, Tens, & Ones.**
* **Understand that an equal sign means that both sides are balances (equal the same number, 6=6 or 3+3=2+4).**
* **Accurately measure a variety of objects several different ways using appropriate tools.**
* **Complete “measurement” word problems using numbers, pictures, & words to explain your answers.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).